

GSEP – Pepperdine University

ED724 – Ethics

Winter 2009 – Cadre 13

Contact Information

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Course Overview / Learning Goals

This course is designed for students to spend time exploring their own ethical frameworks – identifying those frameworks, and applying them to current, real-world situations, and being able to articulate how and why a particular framework was used. Key discussion themes will be organized around meta- , normative, and applied ethics. A portion of our class time will be devoted to copyright issues, especially those related to academic research and reporting. In class discussions will involve a particular “issue” or concept and students will be asked to perform ad hoc, on-line research individually or in small groups to answer or comment on the issue.

Reading

Moral Minds, Marc Hauser, HarperCollins, 2006

+ 1 student choice: work of ethics / moral philosophy written pre-1901

+ 1 student choice: on a topic of current / personal interest (example: implementing technology, the Iraq war, politics, etc.)

+ other short, in-class readings and ad hoc research assignments during F2F in January

Class Meetings

F2F in Culver City January '09 – January 29th (all day)

TI – Tuesdays: 6:00 a.m. or 7 p.m. PST (1st session: January 13th, follow-on sessions to be announced during F2F)

BB postings – to be discussed during F2F in January

Main Assignments

Write an 8-10 page paper, using *updated* APA style guide, on a current topic of your choice, using reading to comment on associated ethical dilemmas. State your ethical platform (the strategy you use for making ethical decisions) and use that strategy to develop a position paper for acting on an ethical question of your choice (example: on-line community responsibility, torture or spying, globalization, education, bioethics issues, etc.). Note: your opinions are allowed, but should be identified as such separate from facts that should be referenced appropriately.

Active participating during F2F sessions – in class discussion and ad hoc research questions during class.

Grading

This course is a doctoral seminar and will emphasize participation and active learning. The participant has the major responsibility for contributing to seminar presentations and discussions. Everyone is expected to contribute to the establishment of a climate of trust and openness where ideas can be shared. Participants will be evaluated on participation, reading of required materials and written assignments.

Code of Conduct

The Graduate School of Education and Psychology strives to create a learning environment which is respectful of the rights and dignity of all members of our learning community. Students are expected to conduct themselves in a collegial, respectful, and professional manner while participating in all activities associated with this course. Students are expected to exhibit behaviors and attitudes consistent with appropriate ethical-legal standards and to refrain from any fraudulent, dishonest, or harmful behaviors such as plagiarism, cheating, or harassment, which compromise the integrity of the academic standards of the university and/or impact the safety and security of fellow students, staff, and faculty. Failure to comply with appropriate standards of conduct may result in a grade of “F” in the course and dismissal from the program.

Disability Statement

Any student with a documented disability (physical, learning, or psychological) needing academic accommodations should contact the Disability Services Office (Malibu Campus, Tyler Campus Center 225, 310.506.6500) as early in the semester as possible. All discussions will remain confidential. Please visit <http://www.pepperdine.edu/disabilityservices/> for additional information.